DOCUMENT RESUME

ED 155 084 SO 010 896

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TITLE	Appendix. Decision-Making in Contemporary America.
INSTITUTION	Carroll County Public Schools, Westminster, Md.
PUB DATE	77
NOTE	30p.; For related documents, see SO 010 891-897; Not available in hard copy from EDRS due to poor reproducibility of original document
AVAILABLE FROM	Donald P. Vetter, Supervisor of Social Studies, Board of Education of Carroll County, 55 North Court Street, Westminster, Maryland 21157 ($2.50, paper cover)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Classroom Techniques; *Course Evaluation; *Debate; Discussion (Teaching Technique); Discussion Groups; Evaluation Criteria; Grade 9; Group Discussion; Group Guidance; Grouping (Instructional Purposes); *Group Instruction; Inquiry Training; Large Group Instruction; Learning Activities; Peer Evaluation; Reports; Resource Materials; *Role Playing; Secondary Education; Self Evaluation; Small Group Instruction; Social Studies; Social Studies Units; Student Projects; Teaching Methods; *Teaching Techniques

ABSTRACT

The appendix offers supplemental teaching techniques for "Decision-Making in Contemporary America," a ninth grade social studies course described in SO 010 891. The appendix is arranged into four sections. Appendix A offers tips on how to organize group work and classroom discussion. Included in these suggestions are guidelines for large, medium, and small group instruction; a list of standards for group work; a list of types of group reports; evaluation checklists; guide sheets for group work; forms for the evaluation and rating of group members; a discussion evaluation sheet; discussion rating scales; and many activities for practicing discussion skills. Appendix B deals with organizing a classroom debate, and Appendix C looks at organizing role-playing and brainstorming activities. Guidelines and rules are listed for each activity. Appendix D contains a two page evaluation form. Using this form students evaluate this social studies course. (Author/JK)

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APPENDIX

DECISION-MAKING IN CONTEMPORARY AMERICA

CARROLL COUNTY BOARD OF EDUCATION

Westminster, Maryland

Fall, 1977

BEST COPY AVAILABLE

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APPENDIX A

ORGANIZING FOR GROUP WORK AND CLASSROOM DISCUSSION

Grouping Guidelines

1. The size of the group must be appropriate to its purpose.
2. The composition of any group must be appropriate to its purpose.
3. The time allotments assigned to any group must be appropriate to its purpose.
4. The physical and psychological environment must be appropriate to the activities of the group.
5. The nature of a task assigned to a team staff member must be appropriate to his talents and interests.
6. The nature of the supervision provided for a group depends on the nature and purpose of the group.
7. The subject matter content must be appropriate to each learner in the group.

Large Groups

Large-group instruction would seem most appropriate when:

1. plans call for material that students learn best when explained by others.
2. material to be presented is visual rather than verbal.
3. the major objective is for orientation, motivation, and/or enrichment.
4. considerable technical equipment is essential for reaching the educational objectives.
5. teacher time is an important factor.
6. children are being taught to listen, take notes and develop self-control under certain conditions.

Medium to Small Groups

Small groups of students should be formed when:

1. the material to be studied is best learned through student interaction.
2. ideas are to be exchanged and/or discussed.
3. the goal is to improve personal relations between certain students and staff members.

Small-Group Activity

An individual instruction situation would seem to be most appropriate when:

1. the material to be covered can best be learned by the student working alone.
2. the emphasis is on a research or investigating activity.

Group Work Standards

1. Talk quietly in conversational tones.

2. The instructor should be able to talk to the class in a normal tone of voice and be heard by all.

3. Elect a group chairman who will be the discussion leader of the group. This person should <u>not</u> receive your vote because he/she is a good friend. Vote for the person you feel will do the best job.

4. Appoint or elect a group recorder. This student may prepare several reports in order to inform the teacher as to what the group is doing.

5. At the end, each group will evaluate every member of the group, including oneself, noting strengths and weaknesses. Then, you will evaluate the group as a whole and tell how you could have improved.

6. Desks and chairs should be moved quietly.

GROUP REPORTS

I. General Suggestions

A. Organize your notes well. Place specific topic, name of reference, and page numbers on each sheet of paper or else each notecard.

B. You must know your material well when you give your report. You may use brief notes on 3 x 5 cards, but that is all.

C. Each group should make-up several guide questions to aid the class in taking notes. These, plus difficult words being used, should be placed on the board, a ditto, an overlay, or some place where the class may refer to them.

D. Use many visual aids. Make them large enough to enable the people in the back of the room to see them clearly.

E. The group chairman should provide an interesting introduction and a logical conclusion to the group's reports. In his conclusion, he should summarize the findings of the group.

II. Types of Presentations

A. Panels
B. Interviews (outside sources)
C. Individual reports
D. Debates
E. Role Playing
F. Dramatizations
G. Television or radio program
H. Use of visual-aids
I. Quoted material

III. Evaluation Checklists

A. Group as a whole

1. Did people speak only when recognized by the chairman?
2. Did the recorder keep a record of suggestions and plans?
3. In planning, did all members of the group contribute ideas of value?
4. Was the work divided smoothly? evenly? clearly?
5. Did members accept responsibility for work that was not first choice?
6. Was the committee ready to begin on time and organized for smoothness of presentation? (Were absentees reports given?)
7. Did the committee use an interesting framework for its presentation?
8. Was there a good summary, prepared cooperatively?

B. Individual Cooperation

1. Did I give helpful suggestions without always wanting everything my own way?
2. Did I refrain from belittling suggestions of other people?
3. Was I attentive and courteous, speaking only in turn?
4. Did I share information that might have helped someone else on my committee? on other committees?

C. Preparation

1. Did I search thoroughly for detailed, interesting information?
2. Did I use as many references as possible?
3. Did I use 3 x 5 cards to make note-taking easier?
4. Did I organize my material into an outline?
5. Did I write the outline for my presentation on 3 x 5 cards?
6. Did I prepare visual materials such as pictures, film strips, films, maps, models, diagrams, charts, etc.?
7. Was I ready on time?

D. Presentation

1. Was my posture good?
2. Was my voice loud and clear?
3. Did I avoid unnecessary words such as and or a?
4. Were there a variety of tones in my voice?
5. Did I speak moderately slow?
6. Did I use good English?
7. Did I know my material, using notes only as a help, telling rather than reciting the information?
8. Were the words my own so that I avoided sounding like a textbook?
9. Did I use the chalkboard for difficult words, place names, and names of people?
10. Did I show places being discussed on the map?
11. Did I emphasize the most important things by:
    a. the tone of my voice.
    b. some repetition.
    c. word clues such as, "This is very important," "One outstanding factor," and similar comments.

E. Listening

1. Was I familiar with the questions that were to be answered by each group?
2. Did I write down the most important information answering those questions?
3. Did I copy my notes over in good form so that they would be useful later?
4. Did I listen courteously and attentively throughout the presentations?
5. Did I use question periods to get a better understanding of the topic rather than to write down numerous unimportant details to fill out my notes?

IV. Final Discussion Questions

A. Has group work solved our problems?
B. Has each pupil contributed to the best of his ability?
C. Is the group contribution of higher quality than contributions of any one individual?
D. Has each group learned to work well as a unit?
E. What aspects of group work remain to be improved?
F. How may this improvement be projected?

Guide Sheet for Group Work

Chairman _____ Group Number _____

Recorder _____ Session Number _____

Group members _____

_____

_____

Problem under study: _____

_____

Aims of the committee for this meeting: _____

_____

_____

Accomplishments during this meeting:

1.

2.

3.

4.

5.

6.

Our next plans: (These should include assignments to individuals and the group aims for the next meeting.)

1.

2.

3.

4.

5.

6.

Group problems: _____

_____

REPORT PRIOR TO GROUP PRESENTATION

Chairman _____ Recorder _____

Group Members _____

Group Problem _____

Date of Presentation _____

Audio Visual Aids _____

_____

List All Source Material Used:

List Each Member's Part in the Presentation:

Evaluation of Group Members

You have worked with these people so are probably better informed on many of these points than anybody else. What happened behind the scenes?

DIRECTIONS: Rate all other participants, including the chairman. Assign each participant a rating for each criterion. Several persons may be assigned the same rating on any one point. (Your rating, to be done in private, will be held strictly confidential.)

5 Superior
4 Above Average
3 Average
2 Below Average
1 Poor

	#1	#2	#3	#4	#5	#6	#7
1. Preparatory Activities Attended and contributed in preliminary planning sessions. Did his/her share of reading in the area.	___	___	___	___	___	___	___
2. Contribution to Group Progress Facilitated panel progress by adhering to discussion pattern, asking thought-provoking questions, and assisting others make key points.	___	___	___	___	___	___	___
3. Value of Contributions Depth of understanding; authoritative support for comments; reasoning ability.	___	___	___	___	___	___	___
4. Discussion Attitude Objectivity-open-mindedness; goodwill toward others; contributed to "groupness."	___	___	___	___	___	___	___
5. Communication Skills Listened to others; effective voice control; courteous to others.	___	___	___	___	___	___	___
Total							

Key to Identification:
(Names)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Evaluation of Chairman

Chairman's Name

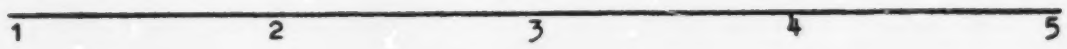
1. Was he well prepared?
2. Did he maintain control of group?
3. Did he summarize periodically?
4. Did he monopolize the discussions?
5. Did he attempt to involve everyone in the group in the discussions?
6. Did he keep the discussion moving forward or allow it to become bogged down in arguments which dragged out?
7. Should he serve as chairman again?

DISCUSSION SKILLS

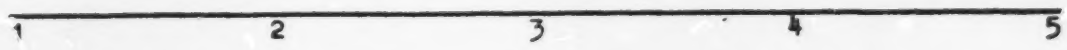
RATING OF GROUP MEMBERS

LOW HIGH

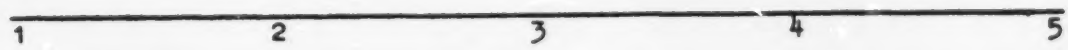
A. Participates freely



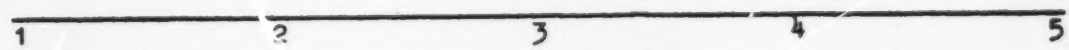
B. Listens to others



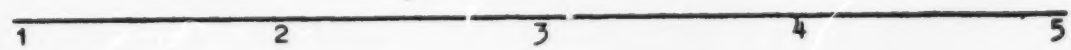
C. Open-minded attitude



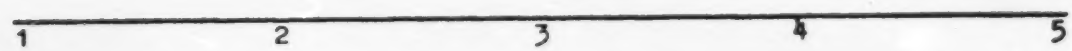
D. Stays to the topic



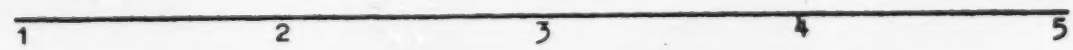
E. Examines all sides of issue



F. Respects values of others



G. Cooperates with group leader and members



Discussion Concepts List

Good Ratings	Poor Ratings
G-1: Definition Given or Asked	P-1: Claim Repeated
G-2: Evidence or Example Given or Asked	P-2: Irrelevant Statement
G-3: Analogy Given	P-3: Insensitive Statement
G-4: Inconsistency Challenged	P-4: Issue Changed Abruptly
G-5: Relevance Questioned	P-5: Unclear Statement
G-6: Issue Stated Factual Definitional Policy or Value	P-6: No Evidence Given
G-7: Summary Given or Asked	P-7: Inaccurate Facts
G-8: Stipulation Made	P-8: Personal Attack
G-9: Concession Made	P-9: Loaded Words

Source: Clarifying Public Controversy, Fred Newmann (1970), pages 292-3.

DISCUSSION EVALUATION SHEET

(name of evaluator) (date)

(topic of discussion)

(participants in discussion)

Statement	Rating 1-Excellent 2-Very Good 3- Good 4- Fair 5-Poor	Reason for Rating
(Example) Joe mentioned recent mutinies on other ships.	2	Gave evidence for his earlier claim about danger of mutiny on the Indomitable.
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Source: Clarifying Public Controversy, Fred Newmann (1970), pages 292-3.

TAKING STOCK OF YOUR DISCUSSION

_____ _____
(group) (date)

1. What issues were discussed?

2. What were major points of disagreement?

3. What positions were taken, and by whom?

4. Was agreement reached on any issues? Which ones?

5. What happened to help move the discussion along?

6. What happened to bog the discussion down or make it unproductive?

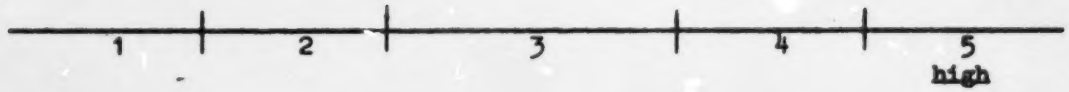
7. What did the discussion accomplish?

8. What should be discussed next? Why?

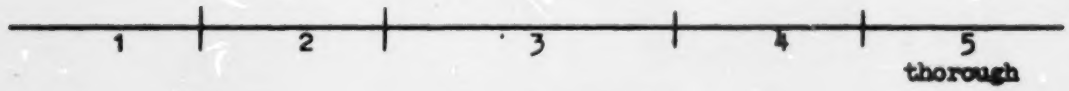
Source: Clarifying Public Controversy, Fred Newmann (1970), pages 292-3.

DISCUSSION RATING SCALES

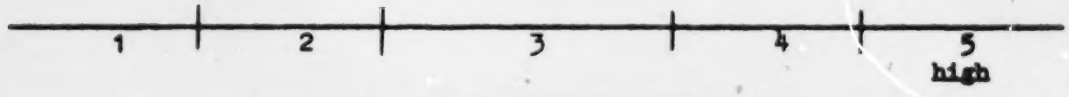
1. Sensitivity



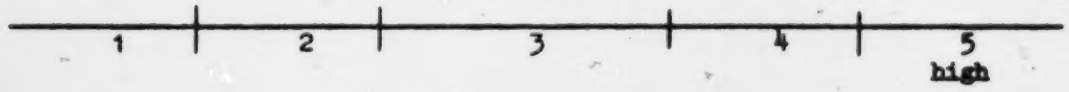
2. Treatment of Issues



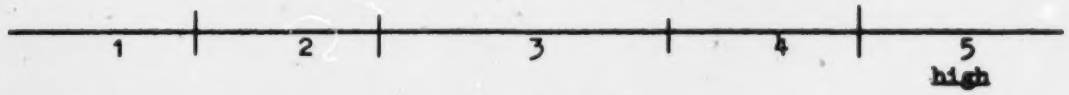
3. Relevance



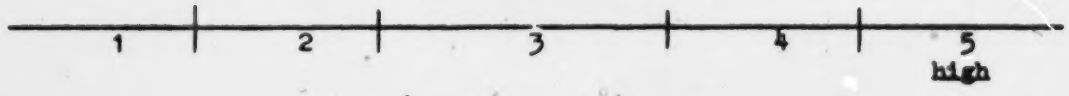
4. Involvement-Interest



5. Complexity of Argument



6. Overall Quality



Source: Clarifying Public Controversy, Fred Newmann (1970), pages 292-3.

ACTIVITIES FOR PRACTICING DISCUSSION SKILLS [1]

A. Grouping

Discussion by twenty-five to thirty students can be arranged and managed in several ways.

Teacher as Moderator. Conventional pattern in which teacher moderates discussion of the whole class, attempting to orchestrate diverse views of many students.

Teacher as Interviewer. With most of the class listening, teacher focuses intensively on one or a few students to pursue individual views in depth.

Debates. Teams of two to four students each present their views to the rest of the class.

Evaluation Panel. In five-man groups, two students discuss the issues (an interesting variation is to have one student "coach" for each of the two discussants) and three act as observers or judges. Periodically judges stop the discussion to consider what "progress" is being made and to suggest ways of improving it. This encourages students to listen more carefully.

Two-man Dialogues. Two-man pairs carry on private dialogues in different parts of the classroom. This allows students to explore each others' views in some depth without continuous public surveillence by teacher or classmates.

When students are split into groups, taking responsibility for their own discussions, teacher can roam about, occasionally intervening as devil's advocate, moderator, or resource person.

B. Deliberate Discussion

One technique for ensuring careful attention to statements is to have a group of students discuss and decide what to say next to a previous statement created by another team or group. After Team A comes up with its "best" statement, it is tape-recorded and played to Team B. Team B is given time to construct a response. It then records the response, which is played to Team A. This technique forces students to think carefully about one statement at a time. Deliberate discussion proceeds much more slowly than a normal discussion, where participants generally talk continuously in a rapid-fire sequence that leaves little time for reflection between statements.

Deliberate discussions can have several objectives:

1. Producing a total "good" discussion.
2. Producing a deliberately poor discussion.
3. Using particular operations within a discussion (e.g., analogy and analogy challenge, stipulation, concession, and evidence).
4. Illustrating different ways to decide on a discussion agenda.

[1] Newmann, Fred M. and Donald W. Oliver, Clarifying Public Controversy. Little, Brown, and Co. (1970), pp. 310-312.

After tape-recording a deliberate discussion, the entire class can analyze it and rethink whether statements recorded were most appropriate.

C. Public Hearing

A group of students becomes a judgmental panel to question students who play the roles of interested parties to a dispute. If the issue is whether to set up a coffee and coke lounge in the high school basement, relevant interest groups such as the vending machine company, parents, teachers, students, and custodians might testify. This technique encourages students on the panel to take initiative in asking questions appropriate to the resolution of the major issues.

D. Creating "Model" Dialogues

Teachers and students can develop orally (preferably on tape), or in writing, contrived dialogues to illustrate particular operations or problems. Students might gain more sensitivity to the problem of relevance, for example, if they intentionally constructed a recorded dialogue that contained a high proportion of irrelevant statements. They might learn better how to separate issues if they tried to make a model discussion in which transitions between issues were clearly articulated. They could practice the skill of summarizing dialogue results if they create their own model in which fictional participants try to summarize often. Student teams can present models for their classmates to analyze. Competition among teams to create the best models can increase motivation.

E. Evaluation Forms.

Forms similar to those on A-9 can heighten student attention toward discussion processes. Class discussion of responses recorded on the forms can be as instructive as the discussion itself.

THE FISHBOWL
Design For Discussion

Holding a useful discussion in a classroom of 25 to 30 students is not easy. Usually, a few students will be active while the rest sit it out. Many teachers have difficulty in getting students to address each other rather than the teacher, to stick to the topic, to listen, and to help others participate.

Such teachers may find the Fishbowl a deceptively simple but effective structure for discussion that spreads participation and helps each student become more aware of the part he and others play in a discussion. Suitable for grades 3 to 12, it can be carried out in 35 to 45 minutes in a class of as many as 30 students.

The fishbowl is made up of an inner and an outer circle. After the circles form, the class is told that the inner group will discuss a topic while the outer group observes how the discussion is going. Observers, divided into subgroups, are given specific tasks related to what helps and what hinders a classroom discussion.

When the discussion is finished, the outer group shares and discusses its observations with the inner. Then the two groups change places and repeat the procedure. Everyone has a chance to be both participant and observer — to discuss the topic and to become more aware of what happened during a discussion.

Advance planning is important. The teacher must decide which planning tasks he should do and which can be shared with a planning committee. First, he should choose four or five students for the committee. Then he should convene it, make sure everyone knows what he is going to do and why, and assign the group tasks. The teacher (and the committee of students) must do five tasks before the scheduled time of the discussion:

1. Choose the topic for discussion. Questions like "What did you enjoy or dislike about this class yesterday?" and "Why do we learn about other countries?" make good topics for any grade level. "Should teen-agers go Dutch treat on dates?" and "How should party crashers be handled?" are lively topics in high school. The teacher might suggest several topics and let the student committee choose one of them. The only restrictions are that the topic should <u>not</u> call for or result in a decision for action by the class, such as "What should we <u>do</u> about boys who wear long hair in this class?" and it should not be likely to embarass any student.
2. Decide what the teacher's role will be, if any.
3. Decide who will give the instructions during the discussion and who will be the timekeeper. (Careful timing is important.)
4. Choose some simple method of dividing the class into two groups. It is best to mix boys and girls, talkers and shy ones. Any random method should work, such as dividing by halves of the alphabet or putting half the girls and half the boys into each group.
5. Decide how to form the inner and outer circles. If the desks are immovable, have the students take seats so as to roughly form two circles.

The actual Fishbowl session takes place in five "Acts," preceded a "Getting Ready" period. A typical Fishbowl might go like this:

Getting Ready (5 minutes)

The teacher or chosen chairman briefly explains the purpose of the exercise and tells how it will work. Then he divides the class into two groups: "Everyone whose last name begins with A to M will be in the inner circle; the rest in the outer."

He has the class form the two circles. "Members of the outer circle should listen to and watch the discussion in silence. Here are your assignments. Joe, Henry, Alice, and Bill, count how many put in their two cents' worth. Mary, Doris, John, and Harry, note which people look as if they want to say something but don't. Bob, Susan, Millie, and Gene, keep track of who gets interrupted and who does the interrupting."

Act I (8 to 10 minutes)

The inner group begins its discussion while the outer group observes. Let's imagine a discussion in a math class on the topic "What I liked and didn't like about this class yesterday." It might begin something like this:

Virginia: You mean talk about what I liked about this class yesterday.

Chairman: Yes, anything you want to say.

Virginia: Well, let's face it, I'm not any good in math so it's not my favorite subject.

Pete: I think it's great. I like working problems.

Louise: That's because you're good in math. I get all nervous when the room's so silent, and I think everybody's going to get the answer but me.

Doug: I liked it. Joan and I always see who can get the answer first.

Joan: Yeah, and I'd beat you if you would . . .

Walter: I usually like it, but I didn't understand the instructions yesterday.

And so on in this fashion. Brief silences may occur, but ordinarily a member of the group will break the silence. If it seems that no one has any more to say, the chairman can move to Act II.

Act II (5 to 7 minutes)

The timekeeper calls time on the discussion. First, the observers report on what they saw and heard, while the inner group listens silently.

John: Don seemed to be wanting to say something but didn't get a chance.

Doris: And Joan didn't finish.

Susan: I noticed that, too. Walter just broke right in.

Henry: All but two people said something.

And so on.

Then the inner group joins in, commenting on the observers' reports and the discussion.

Don: I was just trying to say that some people hold up the class by being slow.

Louise: I thought the discussion was going good when we were stopped.

And so on.

Act III (8 to 10 minutes) and
Act IV (5 to 7 minutes)

The groups reverse roles and repeat Acts I and II.

Act V - - Evaluation

Write on the chalkboard: "(a) What things helped our discussion? (b) What hurt it?" Have each student write out his answers. Collect these.

If time permits, students can discuss what helped or hurt the discussion. If not, appoint a small committee to report on the written responses and hold the discussion later.

Pointers for the teacher

In the evaluation, the teacher might ask, "Why is it worthwhile to have this kind of discussion?" Versions of "It helps us to have a better class" should emerge in the students' responses. The teacher can add specifics that the class doesn't mention. (The teacher in our example could point out that we discover whether we are going too fast, whether instructions are clear, and how one person's behavior affects others.)

In summing up what helps and what hinders a discussion, the teacher should mention that discussion is better when we

—listen and build on what has been said before.
—give others a chance and help those who seem to want to join in but don't.
—accept other people's opinions as valid for them.

Source: Today's Education: NEA Journal, (September, 1968), pages 28-29.

APPENDIX B

ORGANIZING A CLASSROOM DEBATE

Organizing a Classroom Debate

Each debate team will consist of three members who will participate within the following format:

1. Affirmative Team - Opening Argument

2. Negative Team - Opening Argument

In a maximum of five minutes, each team justifies its position with logic and evidence.

3. Affirmative Team - Cross-Examination or Rebuttal

4. Negative Team - Cross-Examination or Rebuttal

In a maximum time of three minutes, teams may choose either to question the opposition regarding their opening argument or offer a rebuttal to the opposition's argument.

5. Affirmative Team - Summary

6. Negative Team - Summary

In a maximum of four minutes, each team makes a final attempt to summarize its position and convince the judges of the validity of its argu

The audience will be allowed to participate in the debate after steps 4 and 6. At these points, a member of the audience may ask a relevant question of any debater.

Success in a debate depends essentially on two things: quickness of thought during the debate, and thorough preparation and research before the debate. No one is more embarassed than a debater who does not know his facts. On the other hand, a debater who has argued his position well is proud in the knowledge of solid intellectual achievement.

APPENDIX C

ORGANIZING FOR ROLEPLAYING AND BRAINSTORMING

ORGANIZING FOR ROLE-PLAYING ACTIVITIES

Role playing in the classroom works best when there is an attempt to follow a definite sequence of steps. The sequence outlined below allows for a logical ordering and development of the role-playing session. It has been tested successfully by teachers.

1. Preparation and instruction, the first stage, covers problem selection, warm-up, and general and specific instructions to participants and audience. It involves the selection by the teacher, with or without class help, of an issue or problem to be worked on. After selecting the problem the teacher needs to warm up or relax the students and give them practice and security in public performance and expression. The explanation of the general problem situation should make clear the educational purposes of the drama and the relevance of the issue or problem for the entire class. The teacher is now ready to brief the actors, to explain in detail the exact role each of them will play. The final step in this stage is to delineate the role each of them will play. The final step in this stage is to delineate the roles of the audience, the students who are not acting out the dramatic roles. These students can observe the general interaction of actors, or they can be charged to watch for specific actors or for specific events.

2. Dramatic action and discussion, the second major stage, covers both the role playing itself and the subsequent discussion and interpretation of the action. Sufficient time should be allowed during the improvisation for students to become thoroughly immersed in the problem situation, so that they can take full advantage of the situation's promise for discovering and practicing alternative ways of acting. At the conclusion of the drama it is important to bring the class back to everyday reality, to dissociate the actors clearly from the role they played. This is important so that critics and other students can concentrate on the role behavior and not on the actions or person of the actors. The post-role-playing discussion may take several forms and involve several different students or groups of students. The role players or the audience, or both, may contribute to an analysis of the dramatic session. A final important focus of this learning experience should be the student's ability to apply the examples and lessons of this new role behavior to his own interpersonal experiences.

3. Evaluation, the final stage, must follow the enactment and discussion of the role-playing situation. In this stage the teacher and pupils review the successes and failures of their role-playing experience. The purposes, procedures, and effects of such a learning experience should be analyzed so that teacher and class can make decisions about the need for additional role playing or reenactment of the scene. The teacher will certainly want to make a further personal evaluation of the experience in the light of his original diagnosis and goals; he will want to consider what verbal and behavioral evidence there is to show that the students have learned from the experience.

A GUIDE FOR BRAINSTORMING

I. CHOOSING THE BRAINSTORMING TOPIC:

1. Breakdown complex problems into problems specific enough to be brainstormed. Instead of "How can we promote better communication?" use three separate problems:

   How can we promote better communications:

   (a) With the community?
   (b) Within our department or group?
   (c) Between our department or group and another department or group?

2. The basic aim of brainstorming is to get out as many ideas as possible. The more alternative ideas the better. The problem, therefore, must be one that lends itself to many possible answers.

3. Do not try to Brainstorm problems requiring value judgments like "When is the best time to have our meetings?" Brainstorming cannot take the place of decision making.

II. RULES FOR BRAINSTORMING

1. Everybody participates: Circular response or round robin with the option to "pass" if more than eight people.

2. No criticism or evaluation: Either by the person expressing the idea or by others. A chance to evaluate will come later. Being critical and creative at the same time rarely produces many new ideas.

3. Quantity is wanted: The greater the number of ideas, the greater likelihood of winners. It is easier to cut down a long list of ideas than puff up a short one.

4. No selling or explanation: Don't try to sell or explain your idea, just get it stated. There will be a chance to clarify or get clarification later as well as a chance to advocate specific ideas.

5. Free-wheeling is welcomed: The wild ideas are o.k. as these will often "trigger" ideas which might not otherwise occur.

6. Combination and improvement sought: Quick suggestions on how some ideas could be improved or how two or more ideas could be combined into a better idea are welcomed.

APPENDIX D

EVALUATION OF A SOCIAL STUDIES COURSE

EVALUATION OF A SOCIAL STUDIES COURSE

A. Please answer Yes or No.

_____ 1. I think it is worthwhile for middle school students to take this course.

_____ 2. I feel that the information was presented in such a way that it was easy to understand and helped me to gain new, more positive insights.

_____ 3. I feel that the information was presented in such a way that it was too difficult for me to understand it.

_____ 4. If I didn't take this course, I would get the same in information from other sources. (Please name them if the answer is yes.)

B. Please rate the following ways of presenting information in class in relationship to your learning experiences.

	Very Valuable	Of Some Value	Little or no value
1. Watching film and filmstrips	_____	_____	_____
2. Discussing films and filmstrips	_____	_____	_____
3. Reading the textbook together	_____	_____	_____
4. Reading silently	_____	_____	_____
5. Written assignments on textbook readings	_____	_____	_____
6. Lectures by the teacher	_____	_____	_____
7. Lectures by outside speakers	_____	_____	_____
8. Class discussions	_____	_____	_____
9. Panel discussions and reports	_____	_____	_____
10. Small group discussion	_____	_____	_____
11. Simulation	_____	_____	_____
12. Learning activity packages	_____	_____	_____
13. Independent study	_____	_____	_____
14. Other (name them) _ _____	_____	_____	_____

(Please check the appropriate blanks)

C. In comparison with the average of all other courses that you have taken, has this course been:

_____ more useful	_____ more interesting	_____ more difficult
_____ about average	_____ about average	_____ about average
_____ less useful	_____ less interesting	_____ less difficult

(Please check the appropriate blanks)

D. Do you feel that this course would be improved if:

1. _____ it had more class discussion
2. _____ it had less class discussion
3. _____ it had more lectures by the instructor
4. _____ it had less lectures by the instructor
5. _____ it had more guest lectures
6. _____ it had less guest lectures
7. _____ it had more group discussions
8. _____ it had less group discussions
9. _____ it had more student reports
10. _____ it had less student reports
11. _____ the students had more chance to plan the course
12. _____ it followed the textbook more closely
13. _____ the students gave more of their opinions
14. _____ the students gave less of their opinions
15. _____ the instructor gave more of his opinions
16. _____ the instructor gave less of his opinions
17. _____ there were more reading assignments
18. _____ there were less reading assignments
19. _____ the course plans were more definite
20. _____ it was more formal
21. _____ it was less formal
22. _____ a different textbook were used
23. _____ there were more written assignments
24. _____ there were less written assignments
25. _____ the examinations were: _____
26. _____ other: _____

E. What did you like most about the course?

F. What did you like least about the course?

G. What assignment was most helpful? (or provided the most learning?)

H. What suggestions do you have for improving the course?